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ABSTRACT

Guidelines for teaching Spanish in the elementary school are presented. The program is designed to develop the skills of careful listening and accurate pronunciation and to provide pleasurable learning experiences through dialogues, songs, and games. Spanish is contrasted with English to relate the language experience to other aspects of the curriculum and to motivate students toward subsequent foreign language study. The approach is informal. Specific techniques include: choral repetition, individual repetition, listening to the teacher and to recorded voices, listening to dialogues and stories, grammar development and drills, dialogue practice, singing songs, reading labels, reading and writing simple sentences, writing letters and invitations, memorizing dialogues/poems/songs, reading simple books and magazines, learning about holidays, and learning about other countries and ways of life. The time available for the program is usually 20 to 30 minutes, once or twice a week. Suggested materials are listed. Guidelines for teachers and volunteers are offered, and a suggested lesson plan format for a 30-minute class is presented. Units on the following topics are included: self-introduction; greetings; expressions; colors and numbers; parts of the body; clothing; days of the week, months, and seasons; telling time; vocabulary; the family; and boys' and girls' names. (SW)

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Foreign Language EXperience in the Elementary School

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Anne Arundel County Public Schools
Foreign Languages and ESOL

Dr. Gladys Lipton
Coordinator

Dear LEX Instructor:

These guidelines for teaching foreign languages in elementary school (LEX) have been developed by:

Margaret Winters, Marley Junior
Laurie Garvey, Southern Senior
Burma Hill, Office of Foreign Languages
& ESOL/Multicultural

We hope that they will assist you in the presentation of foreign languages and foreign cultures. Youngsters of elementary school age are eager to learn new phrases and sounds, and they are curious about the people who speak a foreign language.

The materials for your use are as follows:

1. A curriculum guide consisting of 24 lessons.
2. A set of master copies for transparencies to accompany the lessons.
3. A master copy of the student workbook.

We know that you will enjoy the LEX experience and that you will make every effort to have your students want to continue the study of a foreign language.

Sincerely,

Gladys Lipton

Dr. Gladys Lipton
Coordinator of Foreign Languages &
ESOL/Multicultural

September, 1980

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RATIONALE FOR THE LEX PROGRAM

The LEX Program is designed to give the elementary school student some pleasurable experiences in learning a foreign language through dialogues, songs, and games. This program is designed to develop the skills of careful listening and accurate pronunciation. It is hoped that this program will establish a firm foundation for subsequent language study and also that the students will gain a cultural understanding of the people whose language they are learning.

SOME GENERAL OBJECTIVES FOR TEACHING A FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS

1. To develop an interest among the students to begin the study of the foreign language.
2. To help students to experience success in their initial contact with the foreign language.
3. To develop the ability to hear correct pronunciation, to repeat words, phrases, and sentences and to make oral use of the elements of the foreign language in appropriate situations.
   a. To train the student to listen by watching the teacher's lips and gestures.
   b. To teach the student, through informal play, dramatization and puppets, to speak the foreign language in the way that a native child of the same age would speak.
   c. To develop rote, near-native pronunciation and normal rate of speech.
4. To teach some reading and writing skills as soon as the basic skills of listening and speaking are learned. The work is entirely oral for grades K-3 since they are just beginning to be able to read and write in their native language.
5. To further cultural understanding and appreciation of countries and their people.

WHY LEX?

Children enjoy learning a foreign language.

Children are curious about strange new sounds.

Children are excellent mimics. Younger children are still learning words in their own language, so their ears are tuned to new sounds.

Children are less self-conscious about pronouncing strange sounds.

Because of their ability to imitate so well, children are capable of developing good listening habits and correct pronunciation.

By starting a second language early, children are facilitated in the development of an understanding of language concepts. That is, the study of foreign language helps children to understand their own language better.

Children benefit from a longer sequence of language study. They can use this knowledge of a foreign language to open the door to a new career.

Children develop a firm foundation for further language study by starting early.

Children can gain a cultural awareness of the people who speak the language they are learning.

GOALS OF THE LEX PROGRAM

LEX is the introduction of a foreign language experience in the elementary school program.

GOALS

- o to develop language awareness in elementary school youngsters
- o to develop some of the language skills required in basic education such as careful listening and accurate pronunciation
- o to contrast the foreign language with English for skills and concept development
- o to correlate the language experience with other aspects of the curriculum (e.g., with Social Studies, Language Arts, Art and Music)
- o to motivate students for subsequent foreign language study

PURPOSE

- o to introduce, on a very informal basis, words, phrases and conversations in foreign language (K-6)

LANGUAGE CHOICE

- o the choice of language will depend upon the background of the teachers and parents and high school student volunteers

CONTENT

- o conversations based on home, school, and daily activities, and games, songs and poems

METHODOLOGY

- o an informal approach, with an emphasis on comprehension and speaking the language (See Hints for Teaching.)
- o choral repetition
- o individual repetition
- o listening to the teacher, to recorded voices
- o listening to dialogues, stories, questions and answers
- o grammar development and drills
- o dialogue practice
- o singing songs
- o reading labels around the room
- o reading simple sentences
- o writing simple sentences
- o writing letters and invitations
- o memorizing dialogues, poems, songs
- o reading simple books and magazines
- o preparing dramatic presentations
- o learning about different and similar ways of life
- o learning about holidays in countries where the foreign language is spoken
- o learning about comparative fairy tales

TIME

- o The time available is usually 20-30 minutes, once or twice a week. Other alternatives to suit the needs of the educational program are arranged locally.

MATERIALS

- Few materials are needed for the program, since the methods involve a great deal of listening and speaking activities, particularly grades 1-3. A limited amount of writing and reading is introduced at all levels, but the emphasis should be on communication. Other materials which can be used are:

posters	flannel board, felt cutouts	phonograph &
pictures	calendars	records
chalkboard	flags	cassettes
maps, globe	dolls	books
magazines	workbooks	stamps
real objects	menus	experience charts

TEACHERS

- In some schools the classroom teacher offers the foreign language instruction. In others, either a parent or a high school student comes into the classroom on a prearranged schedule, which is convenient for the classroom teacher and the volunteers.
- The classroom teacher's role is a key to the success of the program. His/her role is extremely important in order to:
  1. present a positive attitude toward the foreign language instruction.
  2. prepare the youngsters to be ready and eager for the instruction.
  3. watch for topics and/or activities during the language lesson which can be used in follow-up activities; (e.g., playing a cassette or phonograph recording, discussing an aspect of foreign language contrasts with English language words and expressions, map study, cross-cultural information gathering, room decoration, etc.
  4. encourage gifted and talented students to explore the language and cultures in greater depths.
  5. plan for ways to correlate the foreign language and other subjects, such as Social Studies, Art, Music, and Language Arts.
  6. encourage youngsters to bring in foreign language picture books from the library.
  7. have students look for "foreign" words, which have become a part of our English language, as they appear in the newspapers and magazines (e.g., sombrero, etc.).
  8. have a bulletin board devoted to topics related to the foreign language: curent events, pictures, labels, advertisements, greeting cards, etc.

SUGGESTED LESSON PLAN FORMAT FOR A 30-MINUTE CLASS

I. Opening Routine (5 minutes)
   A. Roll Call in the Foreign Language
   B. Review of Items Previously Taught such as:
      1. What day is today?
      2. What is the date?
      3. What is the weather like today?

II. Introduction of New Material (with visuals)

A. Present the new work

1. Drill the entire class

2. Drill with individual students

III. Present a game, song or other "fun" activity which will reinforce the newly learned material. (10 minutes)

IV. Closing Routine and Plans for Follow-Up

Teacher: Adios, clase

Class: Adios, senora.

Vary this routine by shaking hands and saying good-bye to individual students.

METHODOLOGY TIPS FOR LEX

The teacher should then skim over each unit in order to get a general idea of what will be taught. The teacher does not have to follow the lessons at the pace suggested. If the students seem to need more practice on an item, fill in with extra activities and extra games. (See list of games.)

It is suggested that the units be taught in sequence since they are carefully graded to include previously learned vocabulary. (Follow the directions for each session, using the corresponding transparency and workbook exercise.)

Each unit consists of vocabulary to be thoroughly mastered, suggested procedure (session by session) and related songs, games and poems.

Spend one day a month on review of previously learned material. Use a game like Tic, Tac, Dough for review (See List of Games). This may take 15-20 minutes. Use the rest of the class time to sing familiar songs or learn a new one. The Game Songs are a great deal of fun for the children and also culturally authentic.

After the days of the week, date and weather have been taught, the teacher may wish to make a weatherboard from strips of tagboard stapled to a posterboard. The strips can read: (in the foreign language)

What day is today?

What is the date?

What is the weather like?

Have smaller strips made up with numbers, months, days of the week, and weather conditions.

Have students keep a picture dictionary to correspond with units 3-9. For homework, give students an assignment of looking for pictures in magazines. The pictures can be assigned for each unit of study. Give them time in class to paste and label pictures in their notebook.

Be creative in adding to each unit with songs and games ard additional activities.

Be aware of students' need for more drill in certain units.

The pace of each session must be lively, with well-time changes from one activity to another. This helps to keep the children alert and interested in what they are learning.

The teacher needs to use a variety of teaching techniques. Vary class response through:

a. choral response -- the whole class responds together

b. group response -- divide the class into 2-3 groups

c. individual response -- ask a question and point to a child to answer it

d. chain response (round robin) -- one child asks a question; the next child answers the question and that child in turn asks a quesion to the next child, etc.

When a child gives an incorrect answer, ask another child for the answer. Then go back to the first child who missed the question. It is important not to embarrass the student when s/he makes a mistake.

Use dialogues. Dramatize them so that the students understand what is being said.

Plan for constant review of previously learned material. Combine previously learned material with new vocabulary such as colors with clothing, clothing with weather, etc.

Use attractive visual aids. The teacher should use many types of visuals to illustrate vocabulary, such as transparencies, flash cards, real objects, etc. Young children through the 4th grade like to touch and hold puppets, toy animals and other objects. Puppets are very useful and entertaining in teaching dialogues. Older elementary students prefer pictures to toys.

The teacher should try to talk as much as possible in the foreign language. There should, however, be some period of talking in English, especially in the beginning stages of language learning. It is important for the student not to be overwhelmed with the foreign language, but to gradually become comfortable with it through dialogues, games and songs.

The children should not be taught isolated vocabulary. Along with the teaching of vocabulary, teach the children how to use the vocabulary in practical sentences. Have the children respond in complete sentences instead of one word answers or partial phrases. Don't present too much vocabulary at one time. Ten words at a time is sufficient.

Understand that quality learning is more important than quantity learning. Material which is thoroughly learned will be remembered for a longer period of time. Continue to teach new material until most of the students have learned it. It is important to review the material frequently enough so that it isn't forgotten.

Games are an entertaining way to learn a foreign language. (See section on games.) They also serve a purpose of channeling excess energy and eliminating boredom particularly when used near the end of the class time.

GUIDELINES FOR VOLUNTEERS

1. Be enthusiastic about teaching a foreign language. Your enthusiasm will be contagious. The children will look forward to each class.
2. Be faithful in coming at the designated time. If you must miss a class, let the principal and the children know that you will be absent. Unless you hold class most of the time, you will lose the interest of your students.
3. Do not become discouraged if the children do not remember well from session to session. It takes a lot of practice and a lot of review.
4. Think of a number of things to do in any one lesson, however short. Have students repeat vocabulary, use the vocabulary in a complete sentence, practice the newly learned expressions through dialogue, etc. Always include a fun activity near the end of the class.
5. Use a variety of materials: pictures, charts, real objects, toys, puppets, etc.
6. Make sure that the children learn something new every lesson, as well as review items which have been introduced.
7. Always try to have a surprise for the children, such as something in a box for a guessing game.
8. Add a little competition to the classroom by giving flag stickers to those who have won a game. Divide the class into two teams. Reward the winning side.

From time to time, reward the child with the most flag stickers. Keep a chart with each child's name. Let the children put the stickers beside their names.

9. End the lesson with a slight hint of what will be happening in the next lesson, such as: "We'll play a new game," "I'll bring a surprise," etc.
10. For homework, have the children teach what they have learned to a friend or family member.
11. Choose a class president and secretary. The class might vote by counting in the foreign language. Change the officers each month so that everyone gets a turn. The president could ask the questions during opening routine. The secretary could take the roll.
12. Use native speakers for information. They generally are glad to tell you about their customs. Ask them to teach you some games and songs they knew as children. This lends authenticity to your teaching.

GUIDELINES FOR THE CLASSROOM TEACHERS

The classroom teacher's role is a key to the success of the LEX Program. His/her role is extremely important in order to:

1. Present a positive attitude toward learning a foreign language.
2. Prepare the students to be eager and ready for instruction.
3. Watch for topics and/or activities during the language lessons which can be used for follow-up activities (e.g., discussing an aspect of foreign language culture, contrasting foreign language words with English language words and expressions, map study, etc.) Find out what the children are interested in and teach about those things.
4. Encourage gifted and talented students to explore the language and culture in greater depth.
5. Plan for ways to correlate the foreign language and other subjects, such as Social Studies, Art, Music and Language Arts.
6. Have students look for foreign words which have become part of our English language (e.g., sombrero, etc.).
7. Encourage youngsters to bring in show and tell items such as picture books in the foreign language, dolls dressed in native costumes, postcards, dictionaries and newspapers in the foreign language.
8. Make the room look like a foreign language room. Display native flags, have bulletin boards relating to the topics being studied, have a discovery table (include some typical artifacts such as a sombrero, a pinata, etc.).

LEX CURRICULUM
INTRODUCTORY UNIT

First Session

1. Introduce yourself:

   Hola, clase. Me llamo señora (señorita, señor) _____

2. Tell students that customs and discipline in foreign schools differ from those in the United States. Tell them that they will stand up at the beginning of each class period to greet you. Have them practice:

   TEACHER: ¡Hola, clase!
   STUDENT: ¡Hola, señora! (señorita, señor)

3. Tell the students that they will have Spanish names since they will be pretending to be students in the foreign language. Tell them that you will bring name tags with their foreign names the next time. (These can be made from strips of tagboard and yarn.) Names are listed in this handbook.

4. Show the students a map of the country and tell them where the language is spoken. Tell them they will be studying the language and the customs of the people of that country.

5. Explain the importance of listening with our ears and eyes. Also explain the importance of a clear loud response. Remind them always to answer in Spanish.

6. Teach "What is your name?" "My name is _____".

   ¿Cómo te llamas?
   Me llamo _____.

   Use the round robin technique--ONE CHILD ANSWERS; THEN ASKS THE NEXT CHILD THE SAME QUESTION.

7. Play ¿Quién es? (See list of games.)

8. Pass out workbooks. Have students fill out the first page on name, address, etc. Find out how many Spanish words they already know.

9. Dismissal:

   Adiós, clase.
   Adiós, señorita (señora, señor)

   Ask students to bring in hand puppets or "play people" for the next time. Many students may have little "characters" they play with at home. These may be finger puppets, hand puppets, wooden peg people, etc. Any of these would be good for review and practice.

Second Session (Greetings)

1. Review the first day material for the benefit of new students joining class for the first time.

2. Call roll. Teach presente and ausente. Hand out name tags with the children's Spanish names. Have them wear the name tags each time until you have learned their names.

3. Review first day material:

   ¿Cómo te llamas?
   Me llamo _____

4. Teach the following new material using puppets:

   ¿Cómo estás?
   Estoy bien, gracias. Y tú?
   Muy bien, gracias.

   Use the round robin chain drill (See lesson for the first day.) Tell the students these expressions will be added to the opening routine:

TEACHER: Hola, clase.
STUDENTS: Hola, señora (señorita, señor)
TEACHER: Cómo estás?

(You might wish to single out one person since the formal form of you has not yet been learned.)

STUDENTS: Muy bien, gracias y Ud?

(Tell them to speak to their elders with the Ud. form.)

TEACHER: Muy bien, gracias.

After a few weeks, tell them when to use the tu form (when talking to a family member or with a friend) and when to use the Ud. form (when talking to an elder or more than one person). As soon as they understand, substitute "¿Como está Ud?" for "¿Como estás?" when talking to the entire class.

5. Song: The Vowel Song

6. Dismissal: Shake hands with individual students saying...

TEACHER: Adiós, _____
STUDENT: Adiós, señora (señorita, señor)

7. Homework: Have students teach what they have learned to a friend. Ask them to bring a notebook for a picture dictionary.

Third Session

1. Opening Routine: Call roll and review greetings with individual students.

2. New Material: Present first set of transparencies with tape #1.

3. Workbook, p. 2
Teacher's instructions:

Have the children write the number of the word you are saying beside the correct picture.

1. muchacho 2. señora 3. señor 4. señorita

Workbook, p. 3 (Map)
Teacher's instructions:

1. Put your map transparency on overhead
2. Circle important cities
3. Outline important rivers
4. Have children fill in their maps.

4. Song: Fray Felipe

5. Closing Routine

6. Homework: Have several students bring in a toy telephone. Have at least two telephones for the next session.

Fourth Session

1. Opening Routine

2. New Material: Demonstration of greeting. Show Transparency #1.

Cultural Note: Tell the students that the Europeans greet strangers and casual acquaintances with a handshake. Friends are greeted with a hug and often a kiss on both cheeks.

3. Teach: Así, así as an alternative answer for ¿Cómo estás?

Practice:

Question: ¿Cómo estás?
Response: Así, así, y tú?

Show Transparency #1 for teaching this concept.

4. Fun activity: Dialogue with toy telephones (Before beginning dialogue practice,

PABLO: Bueno.
JOSE: Habla José. ¿Quien es?
PABLO: Habla Pablo.
JOSE: Ah. Pablo. ¿Cómo estás?
PABLO: Muy bien, gracias. Y tú?
JOSE: Así, así.

UNIT TWO -- CLASSROOM EXPRESSIONS

Length of time: Three sessions

Vocabulary and Expressions to be thoroughly mastered:

el libro	el estudiante	la estudiante	la mesa
la ventana	el lápiz	el cuaderno	la pizarra
la porte	la bandera	la pluma	la tiza
el borrador	la regla	el mapa	el papel

Commands:

¡Vaya a la pizarra!	¡Escriba!	¡Silencio!	¡Sientese!
¡Abra!	¡Escuche!	¡Preste attención!	¡Levantese!
¡Cierre!			

Prepositions: sobre, en frente, en detrás, dentro, bajo.

Procedure:

Lesson One:

1. Introduce words from Transparencies #3-7

   Method of Presentation:
   Point to one item at a time.

   TEACHER: ¿Qué es?
   STUDENT: Es un libro.

   Teach one item at a time. Ask several students to name the item. When the students are able to say the word well, continue with the next item. Keep returning to previously taught items and ask ¿Qué es?

2. Game: Classroom Mix-up (See list of games.)

3. Homework: Ask children to bring in a notebook for a picture dictionary.

Lesson Two:

1. Review words learned in Lesson One.
2. Ask students to turn to workbook and cut out pictures on page 3. Paste them in their notebooks. Have them choose words from the board to label their pictures.
3. Teach commands using new vocabulary. Have students obey commands to demonstrate understanding.

   TEACHER: ¡Vaya a la pizarra! (Student obeys the command.)

4. Game: Simon Says (Have students follow the directions of the leader, using commands just taught.)

Lesson Three:

1. Review words and expressions.
2. Demonstrate prepositions. (Use Transparency #8 and Tape #3). Use concrete examples to demonstrate prepositions.

3. Ask questions:

TEACHER: ¿Dónde está el libro?
STUDENT: El libro está en la mesa.

4. Use workbook exercise, page 4.

UNIT THREE -- COLORS AND NUMBERS (1-10)

Length of Time: Two sessions

Vocabulary and Expressions: Colors

amarillo	negro	blanco	moreno
rosado	rojo	purpura	azul
naranjado	verde		

Numbers: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

Procedure:

Lesson One:

1. Introduce colors from color chart.

TEACHER: ¿De qué color es el papel?
STUDENT: El papel es rojo.

2. Play game: Cowboys and Indians (See list of games.)
3. Workbook, page 6
   Teacher's instructions: Have students color according to the numbers indicated.

Lesson Two:

1. Review colors.
2. Teach numbers 1-10, using Transparency #9.
3. Use Transparency #9 and tape #3 as practice for numbers and colors.
4. Game: Choose a number game from the list of games.

UNIT FOUR -- PARTS OF THE BODY

Length of Time: Two sessions

Vocabulary and Expressions:

la cabeza	la boca	la mano	la espalda
el labio	el cuello	el pie	la rodilla
el ojo	el diente	el hombro	el tronco
los ojos	la cara	el codo	la oreja
el brazo	la pierna	la lengua	el cuerpo
el dedo			

Procedure:

Lesson One:

1. Introduce parts of the head, saying ¿Qué es?
2. Use Transparency #10 and Tape #4.
3. Game: Simon Says

TEACHER: Simon dice. ¡Toque la cabeza!

Lesson Two:

1. Introduce parts of the body.
2. Use Transparency #10 and Tape #4.
3. Song: Se baila el marinero

UNIT FIVE -- CLOTHING

Length of Time: Two Sessions

Vocabulary:

la ropa	los zapatos	el calcetín	el paraguas
la blusa	la camisa	el sombrero	los pantalones
los guantes	el vestido	el suéter	las medias
la falda			el abrigo

Procedure:

Lesson One:

1. Introduce vocabulary items with ¿Qué es?
2. Use Transparencies #12-15 and Tape #5 after students know the vocabulary well. You may wish to divide the vocabulary into girls' clothing and boys' clothing. Teach boys' clothing one session and girls' clothing the next one.
3. Ask questions.

   TEACHER: ¿Qué llevas?
   STUDENT: Llevo _____

4. Workbook exercise, p. 6. (Have the students color the clothing items of the indicated number.)
5. Homework: Bring in pictures of clothing for the picture dictionary.

Lesson Two:

1. Review vocabulary.
2. Teach boys' vocabulary (or girls') depending upon what was taught the last time.
3. Ask questions:

   TEACHER: ¿Qué llevas?
   STUDENT: Llevo _____

4. Game: Exchange (See list of games.)
5. Picture dictionary. (Ask students to paste and label clothing pictures which they brought with them.)

UNIT SIX -- DAYS OF THE WEEK, MONTHS AND SEASONS

Length of Time: Four Sessions

Vocabulary:

once	jueves	el invierno	¿En qué estación estamos?
doce	viernes	el mes	septiembre
trece	sábado	enero	octubre
catorce	domingo	febrero	la fecha
hoy	la semana	marzo	la primavera
lunes	¿Qué día es?	junio	el verano
martes	noviembre	julio	el otoño
miércoles	diciembre	agosto	¿Cuántos años tienes?
			Tengo _____años.

Lesson One:

1. Teach days of the week
2. Use Transparency #16 and Tape #6
3. Ask questions:

   TEACHER: ¿Qué día es hoy? (Show calendar. Point to day.)
   STUDENT: Hoy es _____

4. Song

Lesson Two:

1. Teach months of the year
2. Use Transparencies #17 and 18 and Tape #6
3. Ask questions:

TEACHER: ¿Cuál es la fecha de hoy?
STUDENT: Es _____

4. Workbook, pages 8 and 9

Lesson Three:

1. Review numbers 1-10
2. Teach the four seasons using Transparency #19 and ___
3. Ask questions:

TEACHER: ¿En qué estación estamos?
STUDENT: Es _____

4. Teach poem

Treinta Dias

Treinta dias tiene noviembre
Treinta abril, junio y septiembre
veintiocho tiene uno
y los demás treinta y uno.

Lesson Four:

1. Review numbers 1-10
2. Teach numbers 11-14, using Transparency #21
3. Teach words for birthday and age
4. Ask questions:

TEACHER: ¿Cuántos años tienes?
STUDENT: Tengo _____años.

5. Song: 10 Indios

UNIT SEVEN -- TELLING TIME

Length of Time: Three Sessions

Vocabulary:

quince	diez y nueve	cincuenta	Es la una.
diez y seis	veinta	cero	Son las dos y media.
diez y siete	treinta	los minutos	Es la una y cuarto.
diez y ocho	cuarenta	¿Qué hora es?	

Procedure

Lesson One:

1. Teach numbers 15-30
2. Game: (Use one of the numbers games in the List of Games.)
3. Song: 10 Indios

Lesson Two:

1. Review numbers 1-30
2. Teach time using a clock with movable hands
3. Use Transparency #22
4. Workbook, p. 12. Have students fill in the time that you call out.

Lesson Three:

1. Teach numbers up to 50.
2. Use Transparency #21.

3. Do some mathematical problems with the students.

TEACHER: ¿Cuántos son _____y_____?
STUDENT: _____y_____son.

TEACHER: ¿Cuántos son _____menos_____?
STUDENT: _____menos_____son_____

4. Workbook, page 11. Spell out the number in the foreign language.

UNIT EIGHT -- WEATHER

Length of Time: Two Sessions

Vocabulary:

Hace sol	Hace viento	¿Que tiempo hace?	Nieva
Hace calor	Hace buen tiempo	Hace fresco	Está nublado.
Hace frío	Hace mal tiempo	Llueve	

Procedure:

Lesson One:

1. Teach weather expressions from Transparency #23.
2. Game: Hot, Warm, Cold
3. Ask questions such as:

TEACHER: ¿Qué tiempo hace en el verano?
STUDENT: Hace calor en el verano.

Lesson Two:

1. Review weather expressions.
2. Workbook, p. 13. Put the chart on the board; have students fill in the chart.

UNIT NINE -- THE FAMILY

Length of Time: Two Sessions

Vocabulary:

		OTHER EXPRESSIONS:	
la familia	la niña	la abuela	el primo
la madre (la mamá)	el niño	el abuelo	la hija
el padre (el papá)	el gato	la tía	el hijo
la hermana	el perro	el tío	
el hermano		la prima	

Lesson One:

1. Present vocabulary using Transparencies 24 and 25
2. Ask:

¿Quién es?
Es la madre.

3. After vocabulary has been thoroughly learned, you may ask additional questions:

TEACHER: ¿Como está tu padre?
STUDENT: Mi padre está bien.

TEACHER: ¿Dónde está tu hermano?
STUDENT: Mi hermano está en clase.

TEACHER: Cuántas personas hay en tu familia?
STUDENT: Hay cuatro personas en mi familia.

4. Song: Fray Felipe

Lesson Two:

1. Review vocabulary of Lesson One.
2. Ask other questions:

TEACHER: ¿Cuántos años tiene tu hermana?
STUDENT: Mi hermana tiene doce años.

TEACHER: ¿Cuántos hermanos tienes?
STUDENT: Tengo un hermano.

3. Workbook, page 14. Have students make a family tree. They may label the names and then in pairs exchange papers. One student points to a person and asks:

FIRST STUDENT: ¿Quién es?
SECOND STUDENT: Es mi abuelo.

Additional Workbook Activities

Page 15 - Have students circle the name teacher calls out.
Page 16 - For Valentine's Day - Take out paper, fold it in quarters to make a Valentine card.
Page 17 - Call out numbers and have children connect the dots.

GAMES

Games are an important part of the LEX program. They should be played for fun, although they also serve the purpose of reviewing and reinforcing various words and phrases which have been learned.

Games should be simple. Play them toward the end of the period. Vary the games each time so that the children don't get bored playing the same games. If the children get noisy or out of order, immediately stop the game.

Be sure that the children have been taught the necessary foreign language phrases for playing the game. Use games that require the use of foreign phrases. No English should be allowed during the playing of the games. Be creative in thinking of games to play. Ask a native speaker what games he/she played as a child.

VOCABULARY GAMES

Exchange: Cambio

Use categories such as fruit, animals, clothing, etc. Seat the children in a circle with one child in the center. Assign each child the name of a fruit, animal or whatever category is chosen. Have at least two children with the same item. The child in the center calls the name of one item. All children assigned that name exchange places. Whoever loses out on a place to sit must go to the center.

Simon Says: Simon dice

Use after learning parts of the body or use with command forms. The children follow the directions given by the teacher or class leader:

Leader: Simon dice: ¡Toque la cabeza!

Continue playing until one person remains who has followed all directions accurately. (They only follow directions if Simon says it.) Variation: Animal Fly -- Children wave their arms if the animal called out flies.

I Am Thinking About (I Spy): Pienso en (Veo)

After this statement, the children guess what the teacher or class leader is thinking about or sees. A list of objects can be used to limit the choice. In I Spy, colors can be used: I spy something red.

Leader: Pienso en alguna cosa. Veo alguna cosa roja.

Variation

Twenty Questions -- The children try to guess what the teacher or leader is thinking about by asking questions. Limit to 20 questions. The first guesser becomes the leader.

Questions: ¿Está en la clase?
¿Es pequeño?

Variation

Salir -- One child leaves the room. The class chooses a word of vocabulary which they have learned. When the child is called back into the room, the class says: We have chosen a (fruit, vegetable, or whatever category). Then the child asks: Is it an apple? The class answers yes or no. Three questions are enough.

Class: Tenemos una fruita
Child: ¿Es una banana?

Questions and Answers

Divide the class into two teams. Choose a student from each team to come to the front of the room. Have each child pick a card with a question on it. (The teacher may wish to keep a list of questions on 3x5 cards from each unit.) Each team gets one point per answered question.

Variation: Tic, Tac, Dough -- put categories in each of the boxes. Play the same way as Questions and Answers.

Cowboys and Indians

Six children, the Indians, stand in front of the other children holding pieces of construction paper of various colors behind their backs. The other children try to guess the colors they are holding. They might ask:

¿Tienes el papel rojo?
Response: Si, tengo el papel rojo.
Non, no tengo el papel rojo.

A correct response rewards the cowboy with the paper. The team holding the most papers at the end of the game wins.

Hot, Warm, Cold: Caliente y Frío

A child leaves the room. Another student hides a piece of chalk somewhere in the room. When the child comes back into the room, the other children tell him if he is cold, hot or warm. Vocabulary to use:

Muy Frío Caliente Muy caliente

Picture Bingo

Can be used for any vocabulary lesson. Purchase two identical picture books. Mark off six three inch squares on 6-12 pieces of construction paper. Cut out six different pictures in duplicate. Paste six different pictures in the six squares of construction paper. Mount the six remaining pictures on individually cut squares. Directions for game:

1) Give each child one large card.

2) Explain that you are drawing one square at a time out of your bag. You will call out the name of the item in the foreign language.

3) Whoever has the matching picture can claim it and put it over the corresponding picture. Whoever covers the entire board first wins the game.

Variation: Animal Bingo -- The students can play this after learning the animal sounds in the foreign language. Then, instead of calling out bingo, they can call an assigned animal sound. Sounds like a barnyard!

Animal Sound Examples:

Spanish	French	German
cat - miau	cat - miau	cat - miau
dog - guau	dog - ouah	dog - wau-wau
duck - cua	duck - coin	duck - quak
sheep - be	sheep - bêe	sheep- mä
burro - hia	burro - hi han	burro - ia
cow - mu	cow - meu meu	cow - muh
chick - piu	chick - pi pi	chick - piep
hen - ca cara cá	hen - cotte cotte	hen - gack
rooster - quiquiriquí	rooster - cocorico	rooster - kikeriki

¿Quien es?

The teacher selects a child who sits down with his back to the class and closes his eyes. Another pupil is selected to go to the blackboard and say, "Toc, Toc." The seated child says "¿Quién es?" The standing child says, "Soy yo." The seated child guesses, "Te llamas" and the child's name. Give the child three guesses.

En la canasta

A basket is passed around the class and the children choose pictures of articles or actual articles and place them into the basket and proceed as follows: First child says, "En la canasta, pongo un perro." The second child then says, "En la canasta, pongo un perro y un gato." Then passing on the basket to the next child, that child would say, "En la canista, pongo un perro, un gato y un pájaro."

Dibuje

There are two teams. Two children (one from each team) are called to the board. When they are both at the board, the teacher gives the name of the object to be drawn. She says, for example,"Dibuje un barco." The first child to draw the object in recognizable form scores a point for his team.

Cock Fight

The teacher pins different colors of paper on students' backs. The students put their hands on their hips with their elbows brought forward to look like wings. The object is for one student to see the paper on another student's back and to say the color in the foreign language.

¿Qué está en la caja?

The teacher or a student places a mystery item in the box. Class members ask questions in the foreign language to determine what the object is.

Labeling

The class is divided into two teams. Each team receives an outline of a person. The first team to label body parts correctly wins. (See the following four pages for body labeling.)

NUMBER GAMES

Pienso en un número

The teacher writes 5-6 numbers on the board, one of which the teacher is thinking about. As each number is guessed, the teacher erases that number, until the correct number is guessed. The students say when guessing, "Es el número 6?" Variation - The teacher says, "Pienso en un número entre 15 y 25."

Counting

(Any series of numbers in order.) The children stand up. If a child makes a mistake, he is seated. The game may be stopped at the teacher's discretion or until there is a winner. Variations: Bouncing Ball - The children count by any series of numbers while bouncing a ball. The child who counts correctly for the longest number of bounces wins the game.

Buzz

The children count by any series of numbers in order except that they say buzz for any multiple of 5. Children can be standing or seated.

Team Games

Two teams, equal in number, line up at each side of the room. With the teacher using flash cards, the children read numbers or do addition and/or subtraction. If answered incorrectly, the child sits down. The team with the most remaining standing wins the game.

Variation: Team Blackboard Game - Representatives from two teams come up to the blackboard and write the number of number facts called out. The child who writes it first scores the point for his team.

Number Exchange

Two teams of children are assigned numbers (one from one team corresponds to one from another team). When the teacher calls the number, the two children walk swiftly to the other child's seat. The child who is seated first wins the point. This game can also be used for vocabulary.

The popular game of Bingo (Lotto) can also be used for number games.

SONGS - CANCIONES

1. Fray Felipe

Fray Felipe Fray Felipe
¿duermes tú? ¿duermes tú?
Toca la campana, toca la campana
Tan, tan, tan
tan, tan, tan!

2. (To the tune of "Fray Felipe")
Yo soy loco
Eres loco
Tú y yo, tú y yo
Eres muy estúpido
Somos enemigos
Tú y yo, tú y yo.

3. Uno, dos y tres son los indios
Cuatro, cinco, seis son los indios.
Siete, ocho, nueve son los indios
Diez son los indios ¡ya!

4. The Vowel Song

(con la "a")
La mar estaba serena
Serena estaba la mar
La mar estaba serena
Serena estaba la mar (con la "e")

Le mer estebe serene
Serene estebe le mer
Le mer estebe serene
Serene estebe le mer. (con la "i")

(For each verse, substitute the indicated vowel.)
(con la "o" con la "u")

5. Se baila el marinero

Se baila el marinero
Se baila el marinero
Se baila el marinero sin cesar
Con el codo, codo, codo
Con el codo, codo, codo.

(Repeat above verse; add another part of the body.)

6. La paloma

La paloma, la gentil paloma
La paloma, yo te cogeré
Yo te cogeré la cabeza
Yo te cogeré el ojo

7. Diez Perritos

1
Yo tenía diez perritos.
Yo tenía diez perritos
Uno se perdió en la nieve
No me quedon más que nueve.

2
De los nueve que quedaban
De los nueve que quedaban
Uno se comió un bizcocho
No me quedan más que ocho.

3
De los ocho que quedaban
De los ocho que quedaban
Uno se metió en un brete
No me quedan más que siete

4
De los siete que quedaban
De los siete que quedaban
Uno ya no le veréis
No me quedan más que seis.

5
De los seis que me quedaban
De los seis que me quedaban
Uno se mató en un brinco
No me quedan más que cinco.

6
De los cinco que quedaban
De los cinco que quedaban
Uno se mató en un teatro
No me quedan más que cuatro.

7
De los cuatro que quedaban
De los cuatro que quedaban
Uno se volvió al revés
No me quedan más que tres.

8
De los tres que me quedaban
De los tres que me quedaban
Uno se murió de tos
No me quedan más que dos.

9
De los que me quedaban
De los dos que me quedaban
Uno se volvió un tuno
No me queda más que uno.

10
Y el que me quedaba
Un día se marchó al campo
Y ya no me queda ninguno de
los diez perritos.

8. Sung to "This is the Way We Wash Our Clothes"

De esta manera lavamos la ropa
lavamos la ropa, lavamos la ropa,
De esta manera lavamos la ropa
el lunes por la mañana.

De esta manera planchamos la ropa
planchamos la ropa, planchamos la ropa.
De esta manera planchamos la ropa
el martes por la mañana.

De esta manera barremos el piso
barremos el piso, barremos el piso.
De esta manera barremos el piso
el miércoles por la mañana.

De esta manera vamos de compras
vamos de compras, vamos de compras.
De esta manera vamos de compras
el jueves por la mañana.

De esta manera limpiamos la casa
limpiamos la casa, limpiamos la casa.
De esta manera limpiamos la casa
el viernes por la mañana.

De esta manera hacemos el pan
hacemos el pan, hacemos el pan.
De esta manera hacemos el pan
el sábado por la mañana.

De esta manera vamos a la iglesia
vamos a la iglesia, vamos a la iglesia.
De esta manera vamos a la iglesia
el domingo por la mañana.

9. La Cucaracha

Dicen que la cucaracha
es tan triste que no canta,
Y también que siempre llora
cuando anda por la calle.

La cucaracha, la cucaracha,
ya no quiere sonreír:

(This verse is replaced by each of the following each time the main verse is sung)

Por que no tiene,
por que le falta
chocolate que beber

Por que no tiene,
por que le faltan
enchiladas que comer.

Por que es la una
y tiene hambre;
es la hora de comer.

BOYS' NAMES

Abrahán	Abraham
Adán	Adam
Adolfo	Adolph
Augusto	August
Alano	Allen
Alberto	Albert
Alejandro	Alexander
Alfonso	Alphonso
Alfredo	Alfred
Andrés	Andrew
Antonio	Anthony
Armando	Armand
Arturo	Arthur
Bartolomé	Bartholomew
Basilio	Basil
Benito	Benny
Bernardo	Bernard
Bertito	Bert
Carlos	Charles
Claudio	Claude
Conrado	Conrad
Cornelio	Cornelius
Cristóbal	Christopher
Denisio	Dennis
Diego or Jaime	James
Domingo	Dominick
Donaldo	Donald
Edmundo	Edmund
Eduardo	Edward
Emilio	Emil
Enrique	Henry
Ernesto	Ernest
Estéban	Stephen
Eugenio	Eugene
Federico	Frederick
Felipe	Phillip
Fernando	Ferdinand
Francisco	Francis
Gerardo	Gerard
Gerónimo	Jerome
Gilberto	Gilbert
Gregorio	Gregory
Gulterio	Walter
Gustavo	Gustav
Heriberto	Herbert
Hernando	Herman
Horacio	Horace
Humberto	Hubert
Isidro	Isidor
Jacobo	Jacob
Jaime or Diego	James
Jorge	George
José	Joseph
Juan	John
León	Leon
Luciano	Lucian
Lorenzo	Lawrence
Leopoldo	Leopold
Leonardo	Leonard
Marcos	Mark
Mariano	Marian
Mateo	Matthew
Mauricio	Morris
Miguel	Michael
Pablo	Paul
Nicolás	Nicholas
Paco	Frank
Pancho	Frank
Patricio	Patrick
Pedro	Peter
Pepe	Joe
Quintín	Quentin
Rafael	Ralph
Ricardo	Richard
Roberto	Robert
Rodrigo	Roderic
Rolando	Roland
Rodolfo	Rudolph
Teodoro	Theodore
Tomás	Thomas

GIRLS' NAMES

Adela	Adele	Elena	Ellen
Adriana	Adrian	Elisa	Lisabeth
Agueda	Agatha	Cristina	Christine
Alicia	Alice	Emilia	Emily
Alejandra	Alexandra	Engracia	Grace
Alegra	Joyce	Enriqueta	Henrietta
Amalia	Amelia	Esperanza	Hope
Ana	Ann	Estela	Estelle
Antoñita	Antoinette	Estrellita	Stella
Azucena	Lily	Ester	Esther
Beatriz	Beatrice	Federica	Frederica
Belita	Betty	Felisa	Faith
Berta	Bertha	Leonor	Leonora
Florencia	Florence	Lidia	Lydia
Francisca	Frances	Lucía	Lucia
Gertrudis	Gertrude	Luisa	Louise
Gracia	Grace	Magdalena	Madeline
Guadalupe	Lupe	Marcela	Marcella
Hortensia	Hortense	Margarita	Margaret
Inés	Inez, Agnes	María Elena	Marilyn
Irene	Irene	Mariana	Marianne
Isabel	Elizabeth	Marta	Martha
Josefa	Josephine	Maruja	Molly
Juana	Jane, Jean, Joan	Matilde	Matilda
Julieta	Juliet	Paquita	Frances
Blanca	Blanche	Pepa	Josey
Brígida	Bridget	Pepita	Josephine
Camelia	Camile	Perla	Pearl
Carlota	Charlotte	Prodencia	Prudence
Catalina	Catherine	Raquel	Rachel
Cecilia	Cecilia	Rosalía	Rosalie
Clotilde	Clotilda	Rosita	Rose
Constancia	Constance	Silvia	Sylvia
Consuelo	Joy	Sofía	Sophia
Currita	Cora	Teresa	Theresa
Dorotea	Dorothy	Teodora	Theodora
Delia	Adele		

SUGGESTED MATERIALS

1. Puppets (either cloth puppets or use the Fisher-Price play family which fit on the tips of the fingers)
2. Flash cards (with numbers on them)
3. Pictures (taken from magazines, coloring books, hand drawn or taken from a picture dictionary)
4. Real objects such as children's toys (dolls, doll houses, plastic play food, plastic animals, etc.)
5. Posters
6. Flannel board, felt cutouts
7. Maps, globe
8. Flags of the country being studied
9. Flag stickers (used for rewards for winning games)
10. Calendars (in the target language if possible)
11. Toy clock with movable hands
12. Bingo cards (See Games under Bingo to find out how to make them)
13. Menus in the target language
14. Workbooks
15. Small ball for counting bounces
16. Children's books in the target language
17. Phonographs
18. Cassettes
19. Language Master
20. Toy telephones
21. Puppet theatre
22. Foreign language notebook
23. Bulletin Boards -- can be devoted to the unit of study, current events, pictures, lables, advertisement, greeting cards, post cards, etc.
24. Display Case -- might contain dolls dressed in native costume, authentic menus, foreign coins, tickets, books and magazines in the target language.